



CFCI K-8 Assessment Matrix

Name of Assessment	Audience	Subject Matter Assessed	Assessment Purpose	Assessment Type	Administration
Developmental Indicators for the Assessment of Learning (DIAL-4)	Pre-& Kindergarten	Early development	Identify possible risk for young students entering Kindergarten	Universal Screener	1 x year, BOY
mClass DIBELS & Reading 3D	Grades K-3	Literacy: concepts of print, phonics, phonemic awareness, fluency, and vocabulary, reading comprehension	Identify at-risk in Core literacy skills and inform instruction	Universal Screener	3 x year, BOY, MOY, EOY
mClass DIBELS & Reading 3D	Grades K-3 <i>as needed</i>	Literacy: phonics, phonemic awareness, fluency, vocabulary, and reading comprehension	Diagnose and monitor progress of literacy skills and inform instruction	Diagnostic, Interim	1-2 x month, throughout year
mClass Math	Grades K-3	Math: early numeracy, computation, conceptual understanding and application	Identify at-risk in Core mathematics skills and inform instruction	Universal Screener	3 x year, BOY, MOY, EOY
mClass Math	Grades K-3 <i>as needed</i>	Math: early numeracy, computation, conceptual understanding and application	Diagnose and monitor progress of early numeracy skills and inform instruction	Diagnostic, Interim	1-2 x month, throughout year
MAP Growth: Reading	Grades 4-8	Literacy aptitude	Identify at-risk in Core literacy skills and inform instruction	Universal Screener	3 x year, BOY, MOY, EOY
MAP Growth: Math	Grades 4-8	Mathematics aptitude	Identify at-risk in Core mathematics skills and inform instruction	Universal Screener	3 x year, BOY, MOY, EOY
easyCBM Common Core State Standards Reading & Multiple-choice Reading Comprehension , by grade level	Grades 4-8 <i>as needed</i>	Literacy: reading comprehension	Monitor progress of reading comprehension skills and inform instruction	Diagnostic, Interim	1-2 x month, throughout year
easyCBM Number & Operations, by grade level	Grades 4-8 <i>as needed</i>	Math: computation, conceptual understanding and application	Monitor progress of math foundational concepts and inform instruction	Diagnostic, Interim	1-2 x month, throughout year
Cognitive Abilities Test (CogAT)	Grade 4, Grades 5-8 <i>as needed</i>	Cognitive aptitude in verbal, quantitative and nonverbal skills	Cognitive assessment of Aptitude, used as a giftedness indicator	Diagnostic	1 x year
Beginning-of-Grade Reading (BOG)	Grade 3	Literacy: reading comprehension	Measures students against standards and grade level expectations	Outcome	1 x year, BOY
End-of-Grade Reading (EOG)	Grades 3-8	Literacy: grade-level reading standard course of study	Determine if grade-level standards were met	Outcome	1 x year, EOY
End-of-Grade Math (EOG)	Grades 3-8	Mathematics: grade-level standard course of study	Determine if grade-level standards were met	Outcome	1 x year, EOY

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End-of-Course Math 1 (EOC)	Math 1 students	Math 1: grade-level standard course of study	Determine if grade level standards were met	Outcome	1 x year, EOC
End-of-Grade Science (EOG)	Grades 5, 8	Science: grade-level standard course of study	Determine if grade level standards were met	Outcome	1 x year, EOG
Read to Achieve	Grade 3/4 <i>as needed</i>	Literacy: reading comprehension	Determine if students are considered reading proficient	Outcome	1-2 x year, EOY & Fall
NC Check-ins and/or SchoolNet standards-based assessment	Grades 3-8 <i>as needed</i>	Literacy & Math: grade-level reading standard course of study	Determine if grade level standards are met and a predictor of performance on outcome assessments	Interim	1-2 x month, throughout year
Strengths and Difficulties Questionnaire (SDQ)	Grades 3, 5, 7	Social & emotional well-being	Identify at-risk students for behavior/social emotional needs	Universal Screener	1 x year, Fall
PowerSchool Attendance	K-8	Attendance, tardy and early-dismissal information	Determine students at-risk with attendance (monthly) and monitor progress (bi-weekly)	Universal Screener, interim, Outcome	1-2 x month, throughout year
Parent-Family Interview(s)	K-8 <i>as needed</i>	Barriers to regular school attendance	Determine the cause for chronic absenteeism	Diagnostic	throughout year

*BOY=Beginning of Year/Fall
MOY = Middle of year/Winter
EOY= End of Year/Spring